



PSHE EDUCATION (INCLUDING STATUTORY HEALTH AND RELATIONSHIPS EDUCATION) (HRE) POLICY

School name: Longsands Community Primary School				
Consultation has taken place:	Staff	Governors	Pupils	Families
	Date: September 2020	Date: 17/09/20- Longsands Parents' Meeting.	Date: November 20 (Pupil Governor- Pupil Voice)	Date: 17th September 2020
Date formally approved by Governors:	Designated Governor for PSHE – Leanne Beresford- 17/09/20 Formally approved November 2020. (Lesley Cooper PSHE Governor- 2024-25)			
Date policy became effective:	September 2020	Review Date: September 2025		
Person(s) responsible for implementation & monitoring:	Mrs Victoria Fenton			
Suggested policies to cross reference:	SMSC	Safeguarding	Online safety	Food, Drink/Healthy Snack
	Confidentiality/ GDPR	Emotional and Mental Health and Wellbeing	SEND inclusion	Behaviour (including anti-bullying)
	Visitor/Safe Guarding	Equalities/ Equal Opportunities Policy	P.E.	Bereavement



INTENT OF PSHE EDUCATION (HRE)

Purpose:

This policy covers Longsands approach to all **non-statutory** elements of PSHE Education, **Living in the Wider World, and statutory** guidance on **Health and Wellbeing and Relationships Education** (HRSE). Longsands school teaches content that is required by **statutory Health Education and Science** i.e. naming body parts and puberty. This is taught from Year 4. At Longsands our approach to Sex Education only includes conception which is taught in Year 6. This is content beyond what is required by statutory Health Education and Science. Therefore Year 6 parents will have the right to withdraw their child from Sex Education but not from **Relationships and Health Education which is statutory**. (Also refer to page 14)

We define it as;

The PSHE curriculum is a curriculum for life. It is at the heart of the school's work, where the school's ethos reflects a thriving PSHE curriculum.

We believe it is important because "Children with higher levels of emotional, behavioural, social and school well-being on average have higher levels of academic achievement and are more engaged in school, both concurrently and in later years." Quote from DfE.

When a school embraces the principles and values of children's rights it helps to ensure children: (It's United Nations Convention Rights of the child, these findings come from Rights Respecting Schools.)

- Are healthier and happier.
- Have better relationships with teachers and their peers.
- Become active and involved in school life, building the confidence to make informed decisions.
- Develop a moral framework, based on equality and respect for all.

It was produced by Victoria Fenton-PSHE Leader and support from Sue Mckeown,- Head Teacher(Retired) and Kate Piercy- PSHE and Healthy Schools Teacher Adviser(Retired) Reviewed with Jen MacDonald (PSHE and Healthy Schools Teacher Adviser) and follows on from initial curriculum consultation.

Through consultation with Kate Piercy- PSHE and Healthy Schools Teacher Adviser, Sue McKeown- Head Teacher, staff, Governors, pupils, parents and families.

Parents and carers have been informed and consulted about the policy by attending a Zoom Parent's meeting held on Thursday 17th September 2020. (This can be read from the power point and viewed from the video of the zoom meeting.)

Parents have agreed and consented to the policy after formal approval with Governors in November 2020.

This policy is available to parents and carers through our website and from the Head Teacher.

The new Ofsted framework puts greater emphasis on PSHE (including through 'deep dives') in providing evidence for key judgements, particularly 'personal development.' The **new Ofsted inspection handbook** also refers specifically to the inclusion of the new statutory content in the curriculum, and that 'if a school is failing to meet its obligations, inspectors will consider this when reaching the personal development judgement'.

Judging personal development

- Spiritual, moral, social and cultural development.
- Character.
- Fundamental British Values.
- Careers guidance.
- Healthy living.
- Citizenship.
- Equality and diversity.
- Preparation for next stage.



The previous Chief Inspector Amanda Spielman **said** that ‘In the new inspection model, we are particularly interested in how schools contribute to the personal development of children. This area is now a judgment in its own right. **This makes more space in inspection for discussing things like the PSHE lessons** in which wider life issues can be explored. (Current Chief Inspector Sir Martyn Oliver)

PSHE education also makes a unique contribution to safeguarding and will support schools to fulfil their statutory duty to teach pupils to keep themselves safe. See the statutory ‘**Keeping children safe in education guidance**’ for schools and colleges on safeguarding children.

Department for Education **review** of PSHE education impact and effective practice;

“The evidence shows that the personal, social, health and economic (PSHE) education can improve the physical and psychosocial well-being of pupils. A virtuous cycle can be achieved, whereby pupils with better health and well-being can achieve better academically, which in turn leads to greater success.”

An extensive 2017 literature review by leading economists found ‘Very strong evidence’ that PSHE (personal, social, health and economic) learning has a positive impact on health, wellbeing and academic attainment.

Longsands overall school aims and objectives:

The PSHE curriculum is a curriculum for life. It is a statutory subject from September 2020. The Government want to ensure that Relationships and Health and Wellbeing education have all the same excellent teaching and leadership features that you would expect of any other successful subject in the curriculum.

A school in which relationships are good, where pupils actively participate in school life and where wider school policies reflect the school’s commitment to pupils’ wellbeing and personal development ought to be one where PSHE thrives.

The PSHE curriculum is designed to equip the children at Longsands Community Primary School with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The important lessons that children are taught from all their trusted adults about healthy relationships, looking after themselves and staying safe, are respected and valued under this new PSHE curriculum.

Teaching at Longsands will complement and reinforce the lessons that children are taught outside of school as they grow up. At Longsands School we have the flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of our pupils.

Longsands will encourage children to talk to their parents and carers and actively engage and inspire pupils and parents by providing knowledge planners, curriculum maps, information/observations about their child and class using Seesaw, Wonder Days and activities throughout the year included on the annual calendar of events as well as providing information on the web site and the Link service. This all contributes to Longsands wider curriculum.

Our Equal Opportunities Policy, Equality Information and Objectives Policy, SMSC Policy also contributes to the values of this PSHE policy.

In addition to the above our school's overarching aims and objectives for our pupils are as follows:

Our School Motto: TEAM (Together Everyone Achieves More). Also our Longsands Way.....

Ready, Respectful and Safe.

Longsands values of respect, good manners, kindness tolerance and politeness which underpin **British Values** as follows;

- The rule of Law.
- Democracy.
- Individual Liberty.
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

In child speak:

- We follow the law of our country.
- We all have the right to learn to grow in confidence.
- We try to help those living in our community.
- We support democratic processes used to make important decisions. For example when we choose our Pupil Governors at Longsands School.
- We understand that our positive actions can influence decision making.
- We understand that everyone is free to believe what they choose.
- We all work towards stopping discrimination.
- We respect the culture and beliefs of others.
- We know that we are all special.
- We understand and respect the roles of people who help us.
- We understand the consequences of our actions. Strategies that are used to help to teach this at Longsands are displayed in the classroom. For example- Negotiated Class Agreement, Thinking Turtles, Class Rules, British Values, The Calm Corner with helpful practical strategies displayed to return to a calm, quiet and peaceful state of mind, positive reinforcement, praise, Pupil of the Week/Values certificates, mindfulness, developing positive growth mindset and stickers.
- We treat everybody equally.
- We understand right from wrong. (Refer to strategies above).
- We listen to and respect other people's opinions, values and try to help others.

Our aim is to provide pupils with knowledge of their world, locally, nationally, and globally, to give our children confidence to tackle many of the spiritual, moral, social and cultural issues faced throughout life.

Our Mission Statement at Longsands Community Primary School;

It is our aim:

That Longsands Community Primary School is noted as a school with a warm, welcoming and caring atmosphere where everyone feels secure and valued and in which visitors are respected.

To develop a positive ethos which will promote a caring and sharing atmosphere, in which all concerned show a respect for the feelings and rights of each other.

To provide a learning environment which enables each Child to achieve their maximum potential. With due consideration being given to those children with Special Educational Needs.

To provide each child with an equal opportunity to develop academically, personally, socially, physically spiritually and culturally.

To endeavour to develop in the children a feeling of Self worth and esteem to enable them to accept responsibility for their own behaviour and to grow up with an awareness of the needs of the community and the part that they can play in it.

That the whole school community are all actively involved working together to promote the aims and ideals of the school.

THAT WE ARE A TEAM

The overarching concepts, essential skills and attributes developed through PSHE education.

The POS (programme of study) in the PSHE curriculum takes the 'Learning opportunities' of the three core themes (Health and Wellbeing, Relationships and Living in the Wider World) to develop the concepts, skills and attributes needed to ensure that pupils at Longsands are supported to thrive in a time of rapid change, with new and unpredictable opportunities and challenges constantly emerging.

The Overarching concepts developed through the Programme of Study

- **Identity** (their personal qualities, attitudes, skills, attributes, and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online.)
- **Relationships** (including different types and in different settings, including online.)
- **A healthy** (including physically, emotionally and socially), **balanced lifestyle** (including within relationships, work life, exercise and rest, spending and saving and lifestyle choices.)
- **Risk** identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings, including online in an increasingly connected world.
- **Diversity** and **equality** (in all its forms with due regard to the protected characteristics set out in the Equality Act 2010.)
- **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts.)
- **Change** (as something to be managed) and **resilience** (the skills, strategies and inner 'resources' we can draw on when faced with challenging change or circumstance.)
- **Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes.)
- **Career** (including enterprise, employability and economic understanding).

Essential Skills and Attributes developed through the Programme of Study

Personal effectiveness

1. Self-improvement (constructive self-reflection, utilising constructive feedback and effective goal –setting.)
2. Identifying unhelpful 'thinking traps' (generalisation and stereotyping.)
3. Resilience (self-motivation, perseverance and adaptability.)
4. Self-regulation (promotion of a positive growth mind-set and managing strong emotions and impulses.)
5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms.
6. Strategies for identifying and accessing appropriate help and support.
7. Self-organisation (including time management.)
8. Clarifying own values (reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence.
9. Recalling and applying knowledge creatively and in new situations.
10. Developing and maintaining a healthy self-concept (self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect.)

Interpersonal and social effectiveness

1. Empathy and compassion. (Impact on decision-making and behaviour.)
2. Respect for others' right to their own beliefs, values and opinions.
3. Discernment in evaluating the arguments and opinions of others (challenging 'group think')
4. Skills for employability,
 - Active listening and communication (including assertiveness skills.)
 - Team working
 - Negotiation (flexibility, self advocacy and compromise within an awareness of personal boundaries.)
 - Leadership skills.
 - Presentation skills.
5. Enterprise skills and attributes (aspiration, creativity, goal setting, identifying opportunities, taking positive risks.)
6. Recognising, evaluating and utilising strategies for managing influence.
7. Valuing and respecting diversity.
8. Using these skills and attributes to build and maintain healthy relationships of all kinds.

Managing risk and decision- making (integral to all of the above)

1. Identification, assessment (including prediction) and management of positive and negative risk to self and others.
2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information.)
3. Analysis (separating fact and reasoned argument from rumour, speculation and opinion.)
4. Assessing the validity and reliability of information.
5. Identify links between values and beliefs, decisions and actions.
6. Making decisions.

The overarching concepts , essential skills and attributes developed through PSHE education begin right at the start of our pupils career at Longsands Community Primary School as our Reception children's education including the Characteristics of Effective Learning and encouraging and ensuring Wellbeing and Involvement all encompass the skills of the PSHE Curriculum.

How will we ensure the curriculum is relevant to our pupils at Longsands school?

Building on the foundations laid in Early Years using the EYFS curriculum (EYFS Reforms 2021) as well as Characteristics of Effective Learning and Wellbeing and Involvement.

The curriculum is sequenced within and between KS1 and KS2 by using the **PSHE Association Thematic Programme Builders** which accompany the new 2020 Programme of Study for PSHE Education. We are also using the **Kapow Scheme** which ensures progression and builds on prior learning.

We ensure our curriculum builds on prior learning by using the Thematic Model so that all year groups can follow the same theme, ensuring prior learning is identified, deeper learning takes place, avoiding repetition. Also using the Kapow scheme which ensures progression and builds on prior learning. We ensure our teaching is age and developmentally appropriate by using the Programme Builders, Kapow and My Happy Mind.

Kapow is used to supplement the teaching and learning resources which have been mapped to the PSHE Association.

All materials can be made available to view on request.

The curriculum prepares Years 5 and 6 pupils for the transition to high school by activities created by PSHE Association and Kapow, transition days to the Secondary school and visits from Secondary teachers to Year 5/6 to talk to them about their transition to secondary school.

While promoting the values above and meeting statutory requirements, we will ensure that pupils are offered a balanced curriculum designed to meet their needs by using the local and wider community to help enhance and enrich the PSHE curriculum. To link PSHE curriculum objectives with cross curricular subjects/activities and the calendar of annual events. (Themes throughout the year), including wonder days. Using relevant local data and school information and attendance related to Relationships/Health/PSHE Education to inform planning and to address the identified needs of the whole school community. (Please refer to References on page 18.)

Creating a safe and supportive learning environment

We create a safe and supportive learning environment by ensuring at the beginning of the academic year in September, the first lesson is to establish a '**Negotiated Group Agreement**' for staff and children in the class so they feel safe and able to participate in all PSHE lessons. The second lesson is about exploring **pupil's views** on PSHE. **PSHE Pupil Governors** are chosen in September to report back about PSHE which contributes towards **pupil voice** and to **assess impact**. All children have a PSHE **Journal** to record their feelings privately. The aim of the journals are to help the child develop emotional intelligence and improve emotional literacy. Developing independence, confidence and resilience. **British values and SMSC** will also be explored giving the child the opportunity to capture their feelings in the journal. Each class has a PSHE **colour coded sheet** for marking/self marking/peer marking which are displayed in the classroom and in the children's 1decision exercise books. Each class has an '**Ask it Basket**' for children to use to record worries, concerns, questions they may have. (Worry Bear also used in Reception.) PSHE posters are displayed in classrooms and around school to offer help and support. Our Confidentiality Policy is included in our Safe Guarding policy. Please refer to SGP.

We ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support by;

- Providing a safe, secure learning environment for PSHE Education (HRE) that enables children to gain accurate knowledge, develop their own values and attitudes, and learn the skills to grow into happy confident successful adults.
- Ensuring all members of staff are role models for positive interpersonal relationships.
- Establishing group agreements (ground rules) that are negotiated with classes on an individual basis at the beginning of the academic year and are used to create and maintain a safe learning environment for staff and pupils throughout. They are regularly revisited to ensure a consistent approach.
- Using distancing techniques to remove the risk of sharing personal information such as role play, scenarios and moral dilemmas.

We will answer pupils' questions honestly and accurately within an agreed developmental appropriate framework in school. Questions will arise due to their developmental stage and/or from the planned content of lessons. The asking of questions requires a consistent clearly understood way of responding respectfully. This includes working in partnership with families and working with partner agencies with a multidisciplinary approach.

- All classrooms have an 'ask it basket' all the time as questions may be linked to any topic.
- If a question is believed to be intended to embarrass or to push the boundary, the response needs to ensure pupils are not discouraged from asking questions. The response needs to thank the pupil for the question and to check there is a clear understanding of what exactly is being asked. This is to ensure safeguarding concerns are not missed but also that questions are not misinterpreted. E.g. a question about touch may not be inappropriate touch; it may be about the invasion of personal space.
- If the teacher or visitor is unsure whether or not to answer a question for whatever reason, the response is that it is not going to be answered now but the teacher "will get it answered for you as soon as possible". Ask the pupil to write it down and put it in the basket. This may need to be supported by an adult with the pupil still placing it in the basket.
- If a pupil asks a question, it needs to be addressed as soon as possible because they want to know the answer. If it is not provided in the safe learning environment of a classroom, there is a risk they will search for the answer using unreliable sources on the internet or other people.
- Depending on the question, the member of staff delivering or with the visitor, needs to know who to refer the question to which is a school decision i.e. DSL, Mrs Lang, HT, Designated Safe Guarding Lead. (Please refer to the school's visitor policy.)

The decision may be as follows;

- The question falls within Longsands School's agreed framework of what will be answered in class and can be followed up in the next lesson.
- Taking any safeguarding issues into consideration, the decision may be to contact home to share the question with parents and carers to ask if they would like to answer it, or school staff to answer it or to answer it together in partnership.
- There needs to be a safeguarding response.

The nature of questions which will be answered in class and which ones will be addressed in partnership with parents and carers links to what our staff have agreed previously during a staff meeting. We will use an 'ask it basket, consult the parents and decide together whether it will be school or parent who will answer the question.

We will keep a record of questions asked and how they were dealt with in case there is any recourse and to inform future curriculum planning. The questions will be stored in the children's journals.

SEND, inclusion, equality and diversity

We recognise the right for all pupils to have access to PSHE Education (HRE) learning which meets their needs.

We ensure that pupils with SEND receive access to PSHE Education (HRE) through Quality First Teaching.

Teaching takes into account the ability, age, development and cultural backgrounds of our children and those with English as a second language to ensure that all can fully access the PSHE Education (HRE) curriculum through age appropriate, ability and differentiated planning.

We promote social learning and expect our pupils to show a high regard for the needs of others by respecting, displaying good manners, showing kindness, tolerance and politeness.

We use PSHE Education (HRSE) as a vehicle to address diversity issues and to ensure equality for all by following the Equal Opportunities policy and accepting everyone at Longsands- (Refer to Longsands' Mission Statement above).

How will we ensure inclusion and differentiate learning?

We identify pupils' different starting points through quality first teaching.

We respect pupils' unique starting points by providing learning that is differentiated and planning is appropriate according to age and ability.

We ensure that pupils with special educational needs receive access to PSHE Education (HRE) through quality first teaching as we offer challenge to our more able pupils.

At Longsands we believe the UN Convention on the Rights of the child can be a useful tool in creating a culture of inclusion. This includes the following;

- Rights are for ALL children and young people across the world.
- They are universal, inherent, inalienable, unconditional and indivisible.

At Longsands we read a creative nonfiction book 'Frieda makes a difference.' It's about the Sustainable Development Goals and how everyone can change the world. A wonderful introduction for children on how we can all work together to make the world a better place. Young readers learn about how they can be part of the solution to today's most important global challenges. Children join Frieda as she learns how to make a real difference in the world.

DfE statutory guidance states that from September 2020, all Primary Schools must deliver Relationships Education

KS1 & 2 Five Topics:

- Families and people who care for me
- Caring Friendships
- Respectful relationships
- Online relationships
- Being safe

We are required to teach Relationships Education as part of the PSHE curriculum. However we do not just 'teach to the guidance', but see it as the basic requirement which forms part of the broader PSHE education. The statutory guidance outlines what schools **must** cover- though not everything that schools **should** cover in PSHE from 2020.

The DfE says 'All elements of PSHE are important and the government continues to recommend PSHE be taught in schools'. The PSHE Education Programme of Study KS1 and KS2, covers all of the statutory content as well as vital non-statutory content related to economic wellbeing and careers education. Therefore Longsands school teaches economic wellbeing and careers through PSHE as it complements the financial aspects of economic wellbeing. It also lays the foundations of effective careers education, digital and media literacy (it is vital that the foundations of this learning are laid during the primary phase.) Health, relationships, economic wellbeing and successful careers are all linked. PSHE is the glue that binds them together. PSHE gathers all of these aspects of preparing for modern life together into a coherent curriculum subject.

DfE data shows that the most common approach to careers education is delivery through PSHE lessons-87%, including the crucial early learning in primary years that raises aspirations and broadens understanding of the world of work. Therefore, schools should not undo what they are doing well in this area.

INTENT OF RELATIONSHIPS EDUCATION

What is the purpose of Relationships Education in our school?

We ensure at Longsands that our school vision for safe and effective Relationships Education requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parents, LGBT parents; families headed by grandparents, adoptive parents, and foster parents/carers amongst other structures.) At Longsands we take care to ensure that there is no stigmatisation of children based on their home circumstances and needs. We reflect sensitively that some children may have a different structure of support around them; e.g. children looked after or young carers.

This links to our **school values** as we want our pupils to know that families are important for them growing up because they can give love, security and stability. We want our children to know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

We think it is important for our pupils and our school because at Longsands we want our pupils to know the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.

We view the partnership of home and school as vital in providing the context that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.

Our school's overarching aims for our pupils are that stable, caring relationships, which may be of different types are at the heart of happy families, and are important for children's security as they grow up. At Longsands we want our pupils to know how to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.

What are the aims and objectives of Longsands Relationships Education curriculum?

Our curriculum aims to ensure a zero tolerance attitude towards issues such as everyday sexism, racism, misogyny, homophobia and gender stereotypes. At Longsands we take positive action to build a culture where these are not tolerated and any occurrences are identified and tackled. All staff at Longsands have an important role to play in modelling positive behaviours. Our school pastoral and behaviour policies support all pupils.

Why is this all so important?

At Longsands we are ultimately aiming to achieve through our Relationships and Health Education curriculum pupils that are kept safe, healthy and prepared for the realities of modern life.

During our pupils time with us we are setting out to achieve "pupils with better health and wellbeing who can achieve better academically, which in turn leads to greater success." (DFE review of PSHE education impact and effective practice).

What are Longsands intended outcomes for Relationships Education?

The learning outcomes of our Relationships Education curriculum are that pupils will:

- Know and understand;

more about how to play a positive and successful role within our society, both as a child and later in adult life.

That they are armed with knowledge of their world, locally, nationally and globally, to give them confidence to tackle many of the moral, spiritual, social and cultural issues faced throughout life.

That they know about rights and responsibilities and appreciate what it means to be a member of a diverse society.

How to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

- Understand they have a right to feel and be safe in all areas of their life and have respect for themselves and others.
- Learn they have a responsibility to embrace and engage with British values and SMSC both within our PSHE and wider curriculum.
- Develop the skills of how to look for opportunities to show the school values of TEAMWORK and seek leadership opportunities within the school environment and their local community.
- Develop the attributes of respect, good manners, kindness, tolerance and politeness.

Parental Engagement

Parents and carers were informed about and consulted on the policy through a parents' zoom meeting on 17th September 2020.

At Longsands we believe it is important to create and maintain an open dialogue between parents and teachers as early as possible. As the DfE statutory guidance states: **'Parents should be given every opportunity to understand the purpose and content of Relationship and Health education as well as sex education. Good communication and opportunities for parents to understand and ask questions about the school's approach help increase confidence in the curriculum'**.

At Longsands we will engage with parents about the whole of the PSHE education curriculum from the beginning of their child's school career i.e. Reception. We believe that this will foster a greater understanding of (and support for) a subject that encompasses diverse topics from first aid and road safety to healthy eating and staying safe online.

Parents and carers will be informed about how pupil voice has been used to design and review what is taught, including who has been chosen to represent Pupil Governors and how they were elected and further information meetings and updates by letter and on the Link.

Parents and carers will be informed about content of lessons, including specific language used regarding conception taught at Year 6 by letter, explaining that discussions will take place in class with the class teacher using a power point. If parents or guardians wish to exclude their child they will be invited to discuss the benefits of being part of the lesson with the class teacher. After this, if the parents still want to exclude their child they will be informed of alternative provision. For example the pupil to be sent with work to Year 5.

The policy is available to parents and carers through our website and from the Head Teacher- Mrs McKeown.

Further support for parents and carers are provided with the following links:

<https://www.outspokeneducation.com/>

<https://www.bigtalkeducation.co.uk/parents/>

The Equality Act 2010 articulates the right of parents and legal guardians to provide direction for children. It also sets out that education should prepare children and young people for life in a free society in the spirit of peace and tolerance amongst people from all groups.

Parents and carers are informed how pupil voice has been used to design and review what is taught and given information about meetings and updates through letters, the Link and on the website. They will be informed of the pupils who have been chosen for Pupil Governor.

How parents and carers are informed about content of lessons.

There is no right to withdraw from Relationships Education curriculum or Health Education as they are **statutory** subjects. This includes learning about puberty and the changes of the adolescent body. At Longsands we strongly believe the significant benefits from sex education about conception and excluding a child may be detrimental. This is because the lessons are delivered in a safe, secure environment with their trusted adult i.e. their class teacher. All the children are taught the facts in a very professional manner, they all have the opportunity to ask questions and to use the 'ask it basket' if necessary. This is far more preferable and sensible than hearing and talking about the lessons with friends on the playground or on social media and risking misconceptions or misunderstandings.

Rights to Withdraw from lessons

Sex education is a non-statutory element of the RSHE which parents have the right to withdraw their child from.

Sex education is defined as that which goes beyond the statutory elements of the Science curriculum (conception) – how babies are made.

Requests to withdraw must be given to the headteacher in writing and school will discuss the decision with parents.

Alternative work will be provided during this time.

IMPACT OF RELATIONSHIP EDUCATION

How will we assess this learning?

We assess pupils' learning in a lesson or series of lessons to establish their baseline and their endpoint to show individual progress. We use 'A guide to assessment in primary PSHE education' which models assessment using baseline assessment, AFL (Assessment for Learning), and AOL (Assessment of Learning.) As well as assessment being based on factual knowledge, assessment should also include the following and be evidenced by....

- an increase in knowledge (Before I only knew..., now I also know.. including using the 'Individual Assessment Sheet – what I know now that I didn't know before.)
- an increase in understanding (I always knew...but now I can see how it connects to...and now I can see how I could use this in my life)
- A change or reconfirmation of a belief (I used to feel...but I know how to)
- A richer vocabulary (Before I would have said...but now I can say....)
- Increased competence in skills (Before I didn't know how to...but now I know how to..)
- New strategies acquired (Before I wouldn't have known how to...but now I know new/more effective ways to..)
- An increased confidence (Before I could/would say and do... but now I feel I am able to say and do...)
- changed and challenged assumptions (Before I thought that... but now I realise that was just a myth or stereotype)
- Ensure that assessment procedures are useful. Do they give you the information you need to support the children with their learning?

DfE statutory guidance states that from September 2020, all Primary Schools must deliver

Physical Health and Wellbeing Education (Health Education).

KS 1 & 2 Eight Topics:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Intent of Health Education

What are Longsands intended Health Education outcomes?

The learning outcomes of our statutory Health Education curriculum are that pupils will:

- Know and understand key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- Know about menstrual wellbeing including the key facts about the menstrual cycle. Puberty including menstruation should be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience. The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Pupils should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, at Longsands we also will make adequate and sensitive arrangements to help girls prepare for and manage menstruation including requests for menstrual products. Therefore at Longsands puberty including menstruation will be taught from Year 4 onwards.
- In Year 6 at Longsands knowledge of the human cycle set out in the National Curriculum for Science will be taught, which includes how a baby is conceived and born. Parents will be consulted before the final year of primary school about the detailed content of what will be taught. It will include offering parents support in talking to their children about sex education and how to link this with what is being taught in school. Teaching will also take account of the developmental differences of children. As stated at the beginning of this policy:

At Longsands our approach to Sex Education only includes conception which is taught in Year 6. This is content beyond what is required by statutory Health Education and Science. Therefore Year 6 parents will have the right to withdraw their child from Sex Education but not from Relationships and Health Education. (Statutory Health Education includes puberty and naming body parts which is part of the Science curriculum.)

IMPLEMENTATION OF PSHE EDUCATION (HRE)

Timetabling PSHE Education (HRE)

We allocate one hour of discrete curriculum time to PSHE Education(HRE)

Our PSHE Education (HRSE) takes place as 1 lesson per week as well as cross curricular throughout the week.

Our PSHE Education (HRSE) provision is further enriched by Wonder Days, Cross Curricular activities, activities from the calendar of events, AOT's, (Adults Other than Teachers)visits in the local and wider community (If and when permitted due to Corona Virus).

Who will be responsible for the curriculum?

The PSHE Education (HRSE) curriculum will be led by Victoria Fenton with support from Mrs Lang - Head Teacher and Jen MacDonald-Until April 2025.

It is taught by class teachers in Reception, Y1, Y2, Y3,Y4, Y5, and Y6. It is supported by all staff.

The school supports staff delivering PSHE Education (HRE) to access appropriate CPD by giving time during Staff Meetings, Twilights, including training from Jen MacDonald.(Until April 2025.)

The use of visitors in the classroom

Cross reference to our school's Visitor Policy.

We ensure external contributors' input enhances the learning opportunities as part of a planned programme by always planning the session with the visitor and ensuring that the class teacher remains present and engaged with the lesson, so that support is available if needed and also build on and follow up what is learnt. As well as considering what skills, expectations, experiences and knowledge they bring, reference is also made to the PSHE Association guidance on selecting and working with visitors.

Key Principles and Teaching Methodology

What topics will be covered and broadly when?

During Key Stage 1 and 2 pupils learn three core themes: Health and wellbeing, Relationships and Living in the Wider World, from The PSHE education Programme Builders that follow the best practice principles. They build in developmental progression by revisiting themes year on year, building on and extending prior learning. This programme builder takes a thematic approach over the year, with three topics per half term. This approach allows different year groups to work on similar themes at the same time, building a spiral programme year on year, whilst offering flexibility in terms of medium term planning. The colour coded topic areas can be adapted to meet planning requirements, pupils' stage of development and needs and also to reflect the context of the school and local community.

In the Autumn term Key Stage 1 and 2 learn about the topic Relationships. This includes Families and Friendships, Safe Relationships, Respecting ourselves and others. In the Spring term pupils learn about the topic Living in the Wider World. This includes Belonging to a community, Media literacy and digital resilience and Money and work. During the Summer term, pupils study the topic Health and Wellbeing which includes Physical health and Mental wellbeing, Growing and changing and Keeping safe.

At Longsands school children develop the attributes of respect, good manners, kindness, tolerance and politeness.

IMPACT OF PSHE EDUCATION (HRE)

How will we assess this learning?

We assess pupils' learning in a lesson or series of lessons to establish their baseline and their endpoint to show individual progress. We use 'A guide to assessment in primary PSHE education' which models assessment using baseline assessment, AFL (Assessment for Learning), and AOL (Assessment of Learning.)

- This is evidenced by photographs, videos, Seesaw, floor books, display in classrooms and around school, class assemblies, Journal, Kapow –whole school scheme of work which is tailored to meet the needs of children, activities learned from PSHE Association that we are members of, link with our Wonder Days, annual calendar of events all of which contributes to pupil voice.

How will we involve and consult pupils?

Pupils have been involved in the creation of this policy through being elected as pupil governors. (Link to British Values) As a consequence of this pupils' views of what is currently being taught and how which will help to inform the curriculum and pupils having the opportunities to review and reflect on their learning during lessons will be enabled by the pupil governors representing their class giving feedback and ensuring pupil voice.

Monitoring, reporting and evaluation

How will the quality of teaching and learning in PSHE Education (HRE) be monitored?

- Regular evidence will be gathered to measure how the PSHE curriculum is having a positive **impact** on all children.
- Make time i.e. staff meetings to share information, including planning, so all staff can discuss the impact on teaching, learning and progress.
- Impact of M&E from PSHE Leader. I.e. lesson observations (using a specific formative lesson observation framework), book scrutiny/journals/floor books, pupil interviews, planning, timetable, learning walks, displays and examples of work.
- Ensure that assessment procedures are useful. Do they give you the information you need to support the children with their learning?
- PSHE is at the heart of the School's work.
- Teachers and subject leader are well trained.
- Success of the curriculum and the quality of teaching needs to be regularly reviewed by teachers, pupils, parents, carers and governors to ensure it continues to meet needs.

How will the content in PSHE Education (HRE) be monitored?

- Impact of M&E from PSHE coordinator. I.e. lesson observations (using a specific formative lesson observation framework), book scrutiny/journals/floor books, pupil interviews, planning, timetable, learning walks, displays and examples of work.

How will it be reported on? To parents and carers? To Governors?

Formative and summative reports to parents.

A M&E report written for Governors with a specific guide given to the Governors for them to refer to so they can evidence the progress from one point to another.

What role will pupils play in evaluating curriculum content? School Council- Pupil Voice.

- To develop the School Council Reps to report back about for e.g. resources, what has been learned etc; the School council gives feedback which ensures **pupil voice**.

What is our policy on confidentiality?

We have created a Negotiated Class Agreement (ground rules) and teachers and staff remind pupils of this at the start of every lesson.

We promote confidentiality by ensuring the school's Confidentiality Policy and the school's Emotional and Mental Health and Wellbeing Policy are adhered to by all staff and students.

Longsands recognises the importance for children, families and staff having access to confidential services, including health services to support their physical and emotional needs. We do this by ensuring up to date information from the Head Teacher is available.

We support our children to have an open and honest relationship with their care givers and trusted adults and support a home school partnership.

Other aspects of school life that contribute to PSHE Education (HRE) include:

At Longsands opportunities to take responsibilities include School Council, Prefects, Buddies, class assemblies, charity projects. (Within the constraints of Corona Virus)
Opportunities to participate include drama productions, variety of clubs/teams, residential trips to Hathersall Lodge for Year 6. (Within the constraints of Corona Virus).

Responsibility for the implementation of this policy.

It is the responsibility of All at Longsands Community Primary School including the following:

Key (PSHE/Personal Development) Governor- Lianne Beresford.

Head teacher-Mrs McKeown.

PSHE Lead-Mrs Fenton

Teachers-Reception –Year 6. Also Supply Teacher and TAs.

Parents / carers.

References to include documents referenced e.g. DfE Statutory Guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019), Children and Social Work Act (2017), Equality Act (2010), Keeping Children Safe in Education (2019) as well as PSHE Association documents – Programme of Study (2020), Programme Builders (2020), PSHE Lead's Pack KS 1 and 2, Handling Complex Issues safely in the PSHE Education classroom, A Guide to Assessment in Primary PSHE Education. Sex Education Forum – Curriculum Design Tool.

Health Needs Assessment Survey, Health LSIP, which includes the school's NCMP weighing and measuring data for Reception and Year 6 pupils, along with Public Health data on road traffic accidents, attendance at A&E, alcohol and drug use, social deprivation, family life, career and life chances. Longsands also use the Encompass Scheme which is Notification from police re Safeguarding.
This health data is available on the Lancashire ROSE website linked to the statutory sub-headings. Please google Lancashire Rose.

Kate Piercy PSHE and Healthy Schools Teacher Adviser
May 2020

Mrs Fenton- Reception Teacher, PSHE/CAL Coordinator. September 2020.

Mrs Mckeown- Head Teacher. September 2020.

Review of this Policy

This policy will be reviewed by the Subject Leader- Victoria Fenton, on an annual basis and submitted to the Head Teacher and Governors for approval.

However, if there are any significant changes to the curriculum or delivery materials/methods a consultation with wider stakeholders will take place.

PSHE Policy Reviewed January 2025.